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ABSTRACT

Intended to be used by administrators, professional staff and community representatives, this set of criteria provides a schematic assessment of elementary language arts programs. Possible uses for information generated from the instrument are: (1) establishing program goals; (2) validation of exemplary programs or promising practices; (3) self-appraisal (building, district, community level); (4) planning inservice, appraisal, staff development and training activities; and (5) disseminating information. The instrument requires a 1-5 rating to be given after each of its 37 statements. The topics covered are philosophy/policy, staffing and professional development, administration, program, resources, planning and evaluation. (ARH)

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PROMISING PRACTICES

CRITERIA FOR EXCELLENCE

ELEMENTARY LANGUAGE ARTS

READING, WRITING, LISTENING, SPEAKING

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CRITERIA FOR EXCELLENCE

ELEMENTARY LANGUAGE ARTS

READING - WRITING - LISTENING - SPEAKING

This program assessment instrument has been developed to be used by administrators, professional staff and community representatives to assess elementary language arts programs. Possible uses for information generated from these instruments are:

Establishing program goals

Validation of exemplary programs or promising practices

Self-appraisal (building, district, community level)

Planning inservice, staff development and training activities

Disseminating information

Adopted by the State Board of Education, 1976
Revised 1987

Alaska Department of Education
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CRITERIA FOR EXCELLENCE

ELEMENTARY LANGUAGE ARTS

READING - WRITING - LISTENING - SPEAKING

For each statement circle the rating number that most accurately describes the current status of your school's program.

PHILOSOPHY/POLICY

1.	The school board has adopted a written philosophy for the language arts program, including the language processes of listening, speaking, reading and writing, and their integration.	1	2	3	4	5
2.	This philosophy has been developed through the cooperative efforts of teachers, administrators, local advisory groups and community members.	1	2	3	4	5
3.	This philosophy is the basis for planning, implementing and evaluating the school's language arts program.	1	2	3	4	5
4.	District policies exist which enable program staff to keep the community and the school board informed of the language arts program.	1	2	3	4	5
5.	Building plans exist for meeting short- and long-range goals of the program.	1	2	3	4	5

STAFFING AND PROFESSIONAL DEVELOPMENT

6.	Teachers and other school staff possess the competencies needed to meet the goals of the language arts program.	1	2	3	4	5
7.	Each classroom teacher in the program has a minimum of nine hours in reading and language arts courses.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

8. A qualified individual(s) has been identified as the language arts specialist and given the authority, responsibility and time to develop and coordinate the language arts program. 1 2 3 4 5
   - The language arts specialist works with teachers, administrators, and other professionals to improve and coordinate the total language arts program of the school.
   - The language arts specialist has completed a minimum of three years of classroom teaching which emphasized language arts.

9. The language arts specialist: 2 3 4 5
   - Coordinates the language arts program for all students in the school or district.
   - Provides for placing students at the appropriate instructional level.
   - Provides assistance to all teachers in integrating the language arts with all content areas.
   - Provides on-going formal and informal inservice to meet staff needs.
   - Works with students directly or indirectly, as appropriate.
   - Conducts program evaluation.
   - Develops language arts curriculum and materials.
   - Provides staff with current research information.

10. The language arts specialist has completed a master's degree program. 1 2 3 4 5

11. A written plan exists for providing on-going inservice based on assessed staff needs in language arts. 1 2 3 4 5
   - Release school time is provided for inservice and classroom observation.

12. A program exists for utilizing volunteers in the school. 1 2 3 4 5
   - Orientation is provided in building policies and procedures, physical plant, materials, and operation of machines.
   - Volunteers who work directly with students have previous experience or training prior to serving in the program, including instructional techniques and rationale for tutoring, record keeping, skills development and child development.
   - An individual is designated as a volunteer coordinator.

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

ADMINISTRATION

13. The administrator understands the components of the total language arts program and demonstrates commitment by: • Providing leadership and resources. • Hiring qualified personnel. • Providing for teacher inservice. • Presenting a strong case for budgetary support.	1	2	3	4	5
14. The administrator has a minimum of six semester hours in language arts courses.	1	2	3	4	5

PROGRAM

15. Kindergarten students and new students to the program are screened to detect deficits and/or learning problems.	1	2	3	4	5
16. Components of the language arts program include: word analysis and study vocabulary development comprehension processes reading and writing in the content areas study strategies higher order thinking processes writing as a process spelling listening skills speaking handwriting information retrieval skills use of word processing equipment and other technology	1	2	3	4	5
17. The language arts program is developmental, based on a scope and sequence which is used in instruction and evaluation.	1	2	3	4	5
18. The language arts program fosters the following: • Positive attitudes toward the use and potential of the English language. • Knowledge and enjoyment of cultural and literary heritage. • The ability to use language-thinking strategies appropriately.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

19.	All students are provided personalized instruction to enable them to reach their maximum potential in language arts. • Accommodation is made for varying styles, rates and learning abilities. • There is an enrichment program for identified gifted learners. • Students with identified learning disabilities are provided with appropriate instruction. • Bilingual instruction is provided as determined by the goals of the local community.	1	2	3	4	5
20.	All students are encouraged to develop the functional and personal language competencies necessary to become successful members of society.	1	2	3	4	5
21.	Student progress profiles are maintained throughout the school and district.	1	2	3	4	5
22.	The learner is informed of his/her progress and helps to plan personal goals and objectives.	1	2	3	4	5
23.	Materials and activities reflect the student's developmental levels, cultural background and experience.	1	2	3	4	5
24.	The language arts are integrated into all subject areas.	1	2	3	4	5
25.	Teachers guide their students to realize how enjoyable and useful reading can be. Students have scheduled time for free reading on a daily basis.	1	2	3	4	5
26.	Opportunity is provided daily for application of listening, speaking, writing and reading in all content areas.	1	2	3	4	5
27.	The teacher shares good literature through reading aloud.	1	2	3	4	5
28.	Teachers use a variety of teaching approaches and grouping techniques.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

29. A plan exists for encouraging maximum parental involvement including: • at home activities • parent training • school-home interaction	1	2	3	4	5
30. Teachers share information about the program with the community on a regular basis.	1	2	3	4	5

RESOURCES

31. A resource materials center is easily accessible. The collection contains current general educational materials and professional publications.	1	2	3	4	5
32. Resource guides are provided to the teachers, which include both human and material resources.	1	2	3	4	5
33. Instructional materials are reviewed on a regular basis for equity.	1	2	3	3	5
34. Services of specialized personnel are available and are an integral part of the language arts program.	1	2	3	4	5

PLANNING AND EVALUATION

35. A formal procedure exists for evaluating the language arts program. Results are used for program planning.	1	2	3	4	5
36. Program planning and evaluation involves students, parents, teachers and administrators.	1	2	3	4	5
37. A specific procedure and time schedule exists for the review, and revision of long range plans.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

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Language Arts Criteria Reviewers List

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Criteria for Excellence
Elementary Language Arts

Profile Sheet

Rating Scale: Mark your rating for each numbered item on a scale of 1 to 5 or any point in between.

	Not Started 1	Started 2	Some Progress 3	Almost Achieved 4	Achieved 5
PHILOSOPHY AND POLICY					
1 Written philosophy adopted					
2 Development through cooperation					
3 Basis for planning, implementing and evaluation					
4 Program dissemination policy					
5 Short/long range goals					
STAFFING AND PROFFESIONAL DEVELOPMENT					
6 Competent teachers and staff					
7 Teachers have 9 hours					
8 Specialist qualifications					
9 Language Arts specialist role					
10 Specialist has master's degree					
11 Inservice plan					
12 Volunteer program					
ADMINISTRATION					
13 Administrative commitment					
14 Six hours of language arts					
PROGRAM					
15 Screening					
16 Program components					
17 Scope and sequencee					
18 Fosters positive attitudes, enjoyment, thinking skills					
19 Accommodation for all students					
20 Functional literacy					
21 Student progress					
22 Informed of progress					
23 Relevant materials and activities					
24 Language arts integration					
25 Reading time and enjoyment					
26 Language arts in content areas					
27 Good literature					
29 Parental involvement					
30 Dissemination to community					
RESOURCES					
31 Resource materials center					
32 Resource guides					
33 Materials review for equity					
34 Specialized personnel					
PLANNING AND EVALUATION					
35 Evaluation procedure					
36 Group involvement in evaluation					
37 Review of long range plans					